

北京新航道学校托福考试 (TOEFL® iBT) 培训系列教材



新托福 TOEFL® iBT

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Listening



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新托福

TOEFL®
iBT

听力真经

Listening 28

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前 言

2005年9月，美国教育考试服务中心（ETS）在美国本土首次推出全新改版后的托福考试——托福网考（TOEFL iBT, Internet-Based Test），2006年9月，托福网考开始在中国实施。这一改革，使托福考试在形式、分值、题型及内容上都发生了根本性变化。口语和写作的重要性开始凸显；阅读理解不再是单纯的理解，而是更加注重建立在批判性思维上的综合理解；笔记能力也越来越重要，近年来这一系列的变化可以说都是因托福iBT改革而起。新托福的出现不仅是评价媒介或评价方式的变化，它还给英语学习本身的方向带来了变化，其变化的核心是强调英语学习必须在听说读写四个方面均衡发展，学习者既要具备理解能力又要具备表达能力。“如何才能减少考生的时间与费用成本，让他们用最快的速度实现自己的目标呢？”，本书从策划到出版的整个过程都将这个问题作为贯穿始终的核心命题。

经过深入的思考，我们根据考生需要，推出了这套新托福系列丛书。本系列丛书针对iBT新托福考试的变化，对ETS的iBT新托福真题进行了深度分析，编写出了最大程度贴近真题的模拟试题。每一道题的题目设置都经过了编者的细心考量，重现真实考试题目。书后还附有实战模拟CD-ROM，让考生在真实环境中备考。另外，在书中还配有答案、详解等，方便独自备考的考生理解每一道题的解题依据或者错误原因。本书通过对各题内容与结构的分析，授之以渔，让学生熟悉解题方法，从根本上掌握解题技巧。

本书在编写过程中充分考虑了考生的需要与心声，编者们都尽了最大努力希望能给广大考生带来帮助。然而本书仍有许多不足。有的失误可能在出版后才发现，有的也可能是iBT新托福的不断变化造成的欠缺。针对这些问题，我们向大家保证本书在网站上将会不断更新完善。下载与本系列丛书相关的资源，可以访问网站<http://www.tomatotoefl.com>。

真心希望本书能够帮助那些为实现理想而奋斗的千万考生们。

编者

2010年1月

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Part 1

Actual Test

01


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iBT TOEFL Listening

Section Directions

This section measures your ability to understand conversations and lectures in English. The Listening section is divided into 2 separately timed parts. In each part you will listen to 1 conversation and 2 lectures. You will hear each conversation or lecture only one time. After each conversation or lecture, you will answer questions about it. The questions typically ask about the main idea and supporting details. Some questions ask about a speaker's purpose or attitude. Answer the questions based on what is stated or implied by the speakers.

You may take notes while you listen. You may use your notes to help you answer the questions. Your notes will not be scored. If you need to change the volume while you listen, click on the Volume icon at the top of the screen.

In some questions, you will see this icon:  This means that you will hear, but not see part of the question. Some of the questions have special directions. These directions appear in a gray box on the screen.

Most questions are worth one point. If a question is worth more than one point, it will have special directions that indicate how many points you can receive.

You must answer each question. After you answer, click on **Next**. Then click on **OK** to confirm your answer and go on to the next question. After you click on **OK**, you cannot return to previous questions.

1. Conversation | Instructor's Office Hours


TOEFL Listening

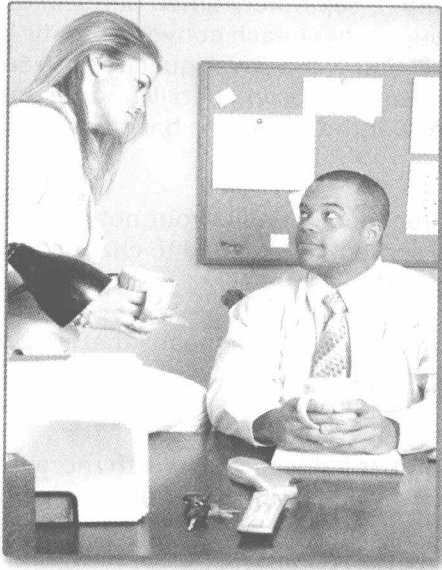
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NEXT

Questions 1~5:  Listen to part of a conversation between a student and a professor.



1. Why does the woman go to see her professor?
 - (A) To report that a student in the class stole her paper.
 - (B) To ask him a question about the paper.
 - (C) To ask for an extension on the paper's due date.
 - (D) To ask him for advice on a mentally ill roommate.


2. What is the woman's problem with her paper?
 - (A) She cannot find enough information about the topic.
 - (B) She did not start writing her paper until the night before it was due.
 - (C) She lost her paper when her computer stopped working.
 - (D) She does not have her paper because her computer was stolen.

3. What was the woman's paper about?
 - (A) Problems with defining abnormal behavior as mental illness.
 - (B) The treatment of mental illness and the fostering of normal behavior.
 - (C) The history of illness in the Middle Ages.
 - (D) Definitions of acceptable behavior in different cultures.

Listen again to part of the conversation. Then answer the question.

4. What can be inferred about the professor?
 - (A) He is tired of hearing his students' excuses.
 - (B) He understands that the students have a stressful workload.
 - (C) He is very busy and stressed out.
 - (D) He does not have time to talk to the student.

Listen again to part of the conversation. Then answer the question.

5. Why does the professor say this: 
 - (A) To indicate that he does not believe the student's story.
 - (B) To offer the student an alternative way to prove that she is not lying.
 - (C) To indicate that he does not have time to look at a police report.
 - (D) To offer an alternative way to get credit for writing the paper.

2. Monologue | Anatomy

TOEFL Listening

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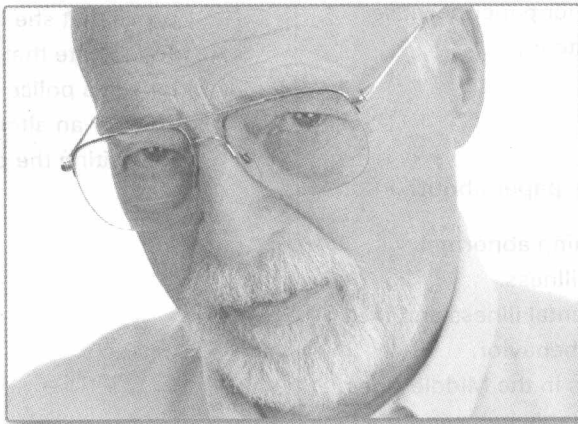
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Questions 6~11:  Listen to part of a lecture in an anatomy class.



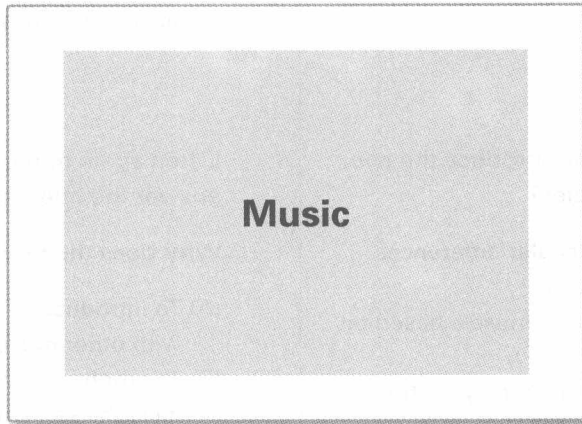
Anatomy



6. What is the talk mainly about?
- (A) The muscles of birds.
 (B) The differences between red muscles and white muscles.
 (C) The different muscle compositions of humans and birds.
 (D) The distribution of red and white muscles in athletes.
7. How does the professor introduce the two different types of muscles?
- (A) He explains the molecular differences between the two types.
 (B) He defines each type of muscle based on its function.
 (C) He discusses turkey meat to give the students a familiar example.
 (D) He traces the evolution of muscles in different species.
8. Which of the following is NOT mentioned as a difference between white muscles and red muscles?
- (A) Red muscles are more common in birds than in mammals.
 (B) White muscles have no myoglobin.
 (C) White muscles are used for short, quick bursts of motion.
 (D) Red muscles are used for continuous and slow activity.
9. According to the professor, how are turkey and eagle muscles different?
- (A) Eagle muscles do not contain myoglobin.
 (B) Turkey muscles are darker in color.
 (C) They have opposite muscle types in their wings.
 (D) Eagles have red muscles and turkeys have white muscles.
- Listen again to part of the lecture. Then answer the question.
10. Why does the professor say this: 
- (A) To introduce an explanation about people with other muscle ratios.
 (B) To emphasize that the majority of people have the same amount of red and white muscles.
 (C) To indicate that there is some uncertainty about the red-to-white muscle ratio.
 (D) To provide the students with a hint about what will be on the test.
11. What does the professor imply when he says this: 
- (A) Research based on red and white muscles is relatively new.
 (B) The idea that genes affect muscle composition is highly controversial.
 (C) Muscle composition probably depends more on heredity than on behavior.
 (D) Training is the most important factor in running ability.

3. Interactive | Music

Questions 12~17:  Listen to part of a talk in a music appreciation class.



12. What is the talk mainly about?
- (A) The effect of the end of slavery on American music.
 - (B) How ragtime music improved upon jazz styles by creating a formula.
 - (C) The characteristics of ragtime music and how it influenced jazz music.
 - (D) How ragtime was not taken seriously as an art until it became jazz music.


13. How does the professor explain syncopation?
- (A) By discussing the cultural origin of the style.
 - (B) By giving examples of musicians who used the style in their music.
 - (C) By providing details about the purpose of syncopation.
 - (D) By giving a demonstration of a syncopated measure.

14. Indicate whether each of the following describes ragtime, jazz, or both.
Click in the correct box for each phrase.

	Ragtime	Jazz	Both
(A) Was developed by African Americans.			
(B) Uses syncopated rhythms.			
(C) Is often played as piano solos.			
(D) Uses a lot of improvisation.			

15. According to the professor, how did ragtime music differ from jazz music?
- (A) Ragtime music became popular later than jazz music.
 - (B) Ragtime music had a greater influence on popular American music.
 - (C) Ragtime music had several different subgenres.
 - (D) Ragtime music relied heavily on sheet music.

Listen again to part of the lecture. Then answer the question.

16. Why does the professor say this: 
- (A) To define the word "syncopated".
 - (B) To express disagreement with a popular opinion.
 - (C) To show how the word "ragtime" was derived.
 - (D) To imitate the rhythm of ragtime music.

Listen again to part of the lecture. Then answer the question.

17. What can be inferred about the professor?
- (A) She does not want to provide further explanation about syncopation.
 - (B) She does not mind talking about syncopation even though it was an unplanned topic.
 - (C) She did not expect that the students would be interested in syncopation.
 - (D) She is interested in the various kinds of syncopation in American music.

4. Conversation | Miscellaneous

TOEFL Listening

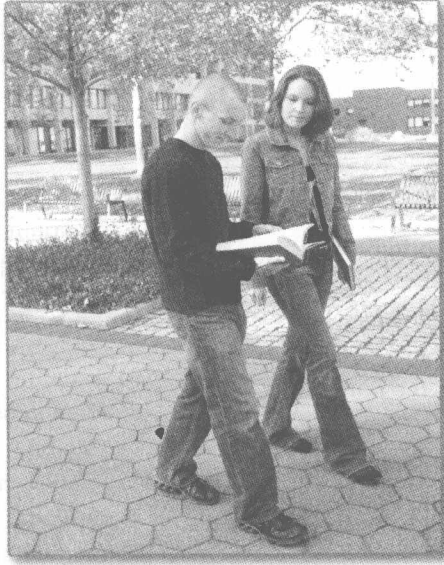
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Questions 18~22:  Listen to part of a conversation between two students.



18. What do the two students mainly discuss?

- (A) Meeting with a professor to ask questions about an exam.
- (B) Missing the Student Council meeting that night.
- (C) Planning the budget for the Student Council.
- (D) Studying for the upcoming economics exam.

19. Why is the woman unable to attend the meeting at 7:30?

- (A) She needs to go to an economics review session.
- (B) She made other plans with her friends.
- (C) She has an economics exam at that time.
- (D) She does not want to go.

20. Why does the woman suggest speaking to Clarisse?


- (A) To invite her to join the Student Council.
- (B) To find out if she is going to the meeting.
- (C) To ask her for help on the economics exam.
- (D) To get better acquainted with her.

Listen again to part of the conversation.
Then answer the question.

21. What can be inferred about the woman?

- (A) She dislikes attending Student Council meetings.
- (B) She does not usually go to Student Council meetings.
- (C) She had forgotten about the Student Council meeting.
- (D) She did not know there was a Student Council meeting.

Listen again to part of the conversation.
Then answer the question.

22. What does the woman mean when she says this: 

- (A) She thinks it will be convenient for her to attend the meeting.
- (B) She would prefer not to go to the meeting.
- (C) She does not want to miss the meeting.
- (D) She does not want to do the man a favor.

5. Monologue | Media

TOEFL Listening

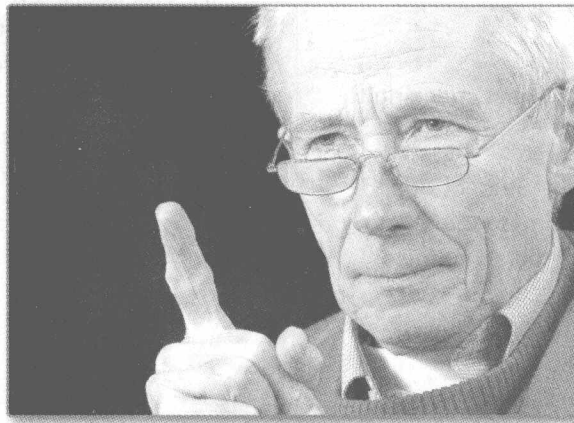
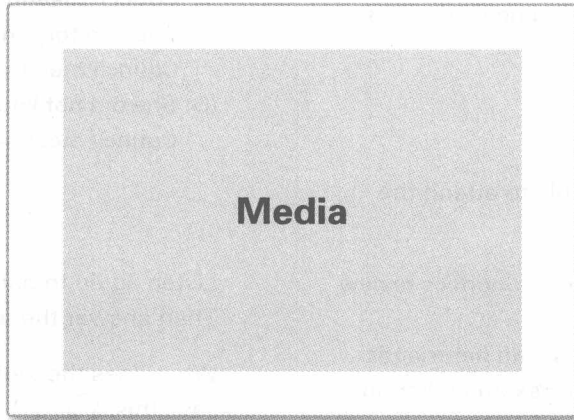
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NEXT

Questions 23~28:  Listen to part of a lecture in a media class.



23. What is the talk mainly about?
- (A) Difficulties associated with news reporting.
 (B) How different types of news agencies arose.
 (C) The formation of the Associated Press.
 (D) How the telegraph revolutionized the news.
24. How did the newspaper business change in the early nineteenth century?
- (A) Employees became involved in the entire process.
 (B) Newspaper companies began to hire less-specialized employees.
 (C) Newspapers began to require full-time reporters.
 (D) Small newspaper companies began to have a competitive advantage.
25. What was the role of Charles Havas's company?
- (A) To have different papers work together to gather news.
 (B) To translate news stories to be sold in different countries.
 (C) To run a telegraph service involved in the sale of news.
 (D) To stop the telegraph companies from gaining a monopoly.
26. How did the Associated Press come to be?
- (A) Several newspapers decided to work together.
 (B) A telegraph company expanded its business.
 (C) A translation service began selling international news.
 (D) Telegraph companies in the United States formed a monopoly.
27. What does the professor imply when he says this: 
- (A) This man was involved in a news agency he mentioned earlier.
 (B) This man has been discussed in previous lectures.
 (C) The students have probably studied him in history.
 (D) The students probably have not heard of him.
- Listen again to part of the lecture. Then answer the question.
28. Why does the professor say this: 
- (A) To clarify the timeline of the lecture.
 (B) To suggest Reuters caused the newspaper industry to change.
 (C) To give an example of a telegraph company.
 (D) To compare European news agencies with American news agencies.